

NGA TAWA DIOCESAN SCHOOL

ANNUAL FINANCIAL STATEMENTS

FOR THE YEAR ENDED 31 DECEMBER 2024

School Directory

Ministry Number: 196
Principal: Lesley Carter
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School Email: info@ngatawa.school.nz
Accountant / Service Provider: Openbook Solutions Limited

Members of the Board

Name	Position	How Position Gained	Term Expired/ Expires
Heidi Hitchman	Presiding Member	Appointed	June 2025
Penelope Roberts	Presiding Member	Casual Vacancy	June 2024
Lesley Carter	Principal	ex Officio	
Jacinda Younger	Parent Representative	Elected	September 2025
Jenny Robinson	Parent Representative	Elected	April 2026
Andrea Whiteman	Parent Representative	Elected	April 2026
Craig Taylor	Parent Representative	Elected	April 2026
Angela Storey	Parent Representative	Elected	April 2026
Heather Gee Taylor	Proprietors Representative	Appointed	June 2025
Scott Oliver	Proprietors Representative	Appointed	June 2025
Mark Chamberlain	Proprietors Representative	Appointed	June 2025
Ashley Holland	Staff Representative	Elected	September 2025
Anya Sewell	Student Representative	Elected	September 2025
Adejah Wharemate	Student Representative	Elected	October 2024

NGA TAWA DIOCESAN SCHOOL

Annual Financial Statements - For the year ended 31 December 2024

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Nga Tawa Diocesan School

Statement of Responsibility

For the year ended 31 December 2024

The Board accepts responsibility for the preparation of the annual financial statements and the judgements used in these financial statements.

The management (including the principal and others as directed by the Board) accepts responsibility for establishing and maintaining a system of internal controls designed to provide reasonable assurance as to the integrity and reliability of the School's financial reporting.

It is the opinion of the Board and management that the annual financial statements for the financial year ended 31 December 2024 fairly reflects the financial position and operations of the School.

The School's 2024 financial statements are authorised for issue by the Board.



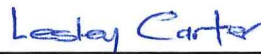
Full Name of Presiding Member



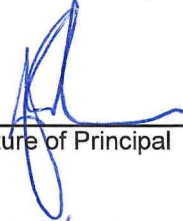
Signature of Presiding Member

27/3/26

Date:



Full Name of Principal



Signature of Principal

27/3/26

Date:

Nga Tawa Diocesan School

Statement of Comprehensive Revenue and Expense

For the year ended 31 December 2024

	Notes	2024 Actual \$	2024 Budget (Unaudited) \$	2023 Actual \$
Revenue				
Government Grants	2	3,026,536	2,551,182	2,701,790
Locally Raised Funds	3	448,935	637,145	453,058
Use of Proprietor's Land and Buildings		258,030	233,495	258,030
Interest		2,126	2,500	3,699
Total Revenue		3,735,627	3,424,322	3,416,577
Expense				
Locally Raised Funds	3	83,427	117,102	93,076
Learning Resources	4	2,984,238	2,677,485	2,801,702
Administration	5	140,211	152,241	133,721
Interest		1,919	1,000	1,709
Property	6	523,249	502,995	504,829
Loss on Disposal of Property, Plant and Equipment		215	0	0
Total Expense		3,733,259	3,450,823	3,535,037
Net Surplus / (Deficit) for the year		2,368	(26,501)	(118,460)
Other Comprehensive Revenue and Expense		0	0	0
Total Comprehensive Revenue and Expense for the Year		2,368	(26,501)	(118,460)

The above Statement of Comprehensive Revenue and Expense should be read in conjunction with the accompanying notes which form part of these financial statements.

Nga Tawa Diocesan School

Statement of Changes in Net Assets/Equity

For the year ended 31 December 2024

	Notes	2024 Actual \$	2024 Budget (Unaudited) \$	2023 Actual \$
Equity at 1 January		53,918	53,918	135,569
Total comprehensive revenue and expense for the year		2,368	(26,501)	(118,460)
Contributions from the Ministry of Education				
Contribution - Furniture and Equipment Grant		30,847	0	36,809
Equity at 31 December		87,133	27,417	53,918
Accumulated comprehensive revenue and expense		87,133	27,417	53,918
Equity at 31 December		87,133	27,417	53,918

The above Statement of Changes in Net Assets/Equity should be read in conjunction with the accompanying notes which form part of these financial statements.

Nga Tawa Diocesan School

Statement of Financial Position

As at 31 December 2024

	Notes	2024 Actual \$	2024 Budget (Unaudited) \$	2023 Actual \$
Current Assets				
Cash and Cash Equivalents	7	21,858	15,724	64,607
Accounts Receivable	8	405,572	310,000	352,170
GST Receivable		5,145	5,000	2,865
Prepayments		13,534	6,000	6,224
		446,109	336,724	425,866
Current Liabilities				
Accounts Payable	10	298,133	210,000	249,513
Revenue Received in Advance	11	97,506	120,000	158,939
Finance Lease Liability	13	10,531	6,299	8,942
		406,170	336,299	417,394
Working Capital Surplus/(Deficit)		39,939	425	8,472
Non-current Assets				
Property, Plant and Equipment	9	129,652	96,567	114,147
		129,652	96,567	114,147
Non-current Liabilities				
Provision for Cyclical Maintenance	12	73,739	68,402	62,402
Finance Lease Liability	13	8,719	1,173	6,299
		82,458	69,575	68,701
Net Assets		87,133	27,417	53,918
Equity		87,133	27,417	53,918

The above Statement of Financial Position should be read in conjunction with the accompanying notes which form part of these financial statements.



Nga Tawa Diocesan School

Statement of Cash Flows

For the year ended 31 December 2024

	Note	2024 Actual \$	2024 Budget (Unaudited) \$	2023 Actual \$
Cash flows from Operating Activities				
Government Grants		702,260	651,182	606,171
Locally Raised Funds		294,133	210,035	179,986
International Students		128,515	284,280	187,416
Goods and Services Tax (net)		(2,280)	(2,135)	2,796
Payments to Employees		(696,175)	(737,034)	(668,010)
Payments to Suppliers		(458,975)	(434,166)	(434,600)
Interest Paid		(1,919)	0	(1,709)
Interest Received		2,126	2,500	3,699
Net cash from/(to) Operating Activities		(32,315)	(25,338)	(124,251)
Cash flows from Investing Activities				
Purchase of Property Plant & Equipment (and Intangibles)		(36,206)	(18,420)	(13,959)
Net cash from/(to) Investing Activities		(36,206)	(18,420)	(13,959)
Cash flows from Financing Activities				
Furniture and Equipment Grant		30,847	0	36,809
Finance Lease Payments		(5,075)	(5,125)	(5,730)
Net cash from/(to) Financing Activities		25,772	(5,125)	31,079
Net increase/(decrease) in cash and cash equivalents		(42,749)	(48,883)	(107,131)
Cash and cash equivalents at the beginning of the year	7	64,607	64,607	171,738
Cash and cash equivalents at the end of the year	7	21,858	15,724	64,607

The Statement of Cash Flows records only those cash flows directly within the control of the School. This means centrally funded teachers' salaries, use of land and buildings grant and expense and other notional items have been excluded.

The above Statement of Cash Flows should be read in conjunction with the accompanying notes which form part of these financial statements.



Nga Tawa Diocesan School

Notes to the Financial Statements

For the year ended 31 December 2024

1. Statement of Accounting Policies

a) Reporting Entity

Nga Tawa Diocesan School (the School) is a Crown entity as specified in the Crown Entities Act 2004 and a School as described in the Education and Training Act 2020. The Board is of the view that the School is a public benefit entity for financial reporting purposes.

b) Basis of Preparation

Reporting Period

The financial statements have been prepared for the period 1 January 2024 to 31 December 2024 and in accordance with the requirements of the Education and Training Act 2020.

Basis of Preparation

The financial statements have been prepared on a going concern basis, and the accounting policies have been consistently applied throughout the period.

Financial Reporting Standards Applied

The Education and Training Act 2020 requires the School, as a Crown entity, to prepare financial statements with reference to generally accepted accounting practice. The financial statements have been prepared with reference to generally accepted accounting practice in New Zealand, applying Public Sector Public Benefit Entity (PBE) Standards Reduced Disclosure Regime as appropriate to public benefit entities that qualify for Tier 2 reporting. The School is considered a Public Benefit Entity as it meets the criteria specified as 'having a primary objective to provide goods and/or services for community or social benefit and where any equity has been provided with a view to supporting that primary objective rather than for financial return to equity holders'.

PBE Accounting Standards Reduced Disclosure Regime

The School qualifies for Tier 2 as the School is not publicly accountable and is not considered large as it falls below the expense threshold of \$33 million per year. All relevant reduced disclosure concessions have been taken.

Measurement Base

The financial statements are prepared on the historical cost basis unless otherwise noted in a specific accounting policy.

Presentation Currency

These financial statements are presented in New Zealand dollars, rounded to the nearest dollar.

Specific Accounting Policies

The accounting policies used in the preparation of these financial statements are set out below.

Critical Accounting Estimates And Assumptions

The preparation of financial statements requires management to make judgements, estimates and assumptions that affect the application of accounting policies and the reported amounts of assets, liabilities, revenue and expenses. Actual results may differ from these estimates.

Estimates and underlying assumptions are reviewed on an ongoing basis. Revisions to accounting estimates are recognised in the period in which the estimate is revised and in any future periods affected.

Cyclical maintenance

The School recognises its obligation to maintain the Proprietor's buildings in a good state of repair as a provision for cyclical maintenance. This provision relates mainly to the painting of the School buildings. The estimate is based on the School's best estimate of the cost of painting the School and when the School is required to be painted, based on an assessment of the School's condition. During the year, the Board assesses the reasonableness of its painting maintenance plan on which the provision is based. Cyclical maintenance is disclosed at note 12.

Useful lives of property, plant and equipment

The School reviews the estimated useful lives of property, plant and equipment at the end of each reporting date. The School believes that the estimated useful lives of the property, plant and equipment as disclosed in the significant accounting policies are appropriate to the nature of the property, plant and equipment at reporting date. Property, plant and equipment is disclosed at note 9.

Critical Judgements in applying accounting policies

Management has exercised the following critical judgements in applying accounting policies:

Classification of leases

Determining whether a lease is a finance lease or an operating lease requires judgement as to whether the lease transfers substantially all the risks and rewards of ownership to the School. A lease is classified as a finance lease if it transfers substantially all risks and rewards incidental to ownership of an underlying asset to the lessee. In contrast, an operating lease is a lease that does not transfer substantially all the risks and rewards incidental to ownership of an asset to the lessee.

Judgement is required on various aspects that include, but are not limited to, the fair value of the leased asset, the economic life of the leased asset, whether or not to include renewal options in the lease term, and determining an appropriate discount rate to calculate the present value of the minimum lease payments. Classification as a finance lease means the asset is recognised in the statement of financial position as property, plant, and equipment, whereas for an operating lease no such asset is recognised. Finance lease liability disclosures are contained in note 13. Future operating lease commitments are disclosed in note 18.

Recognition of grants

The School reviews the grants monies received at the end of each reporting period and whether any require a provision to carry forward amounts unspent. The School believes all grants received have been appropriately recognised as a liability if required. Government grants are disclosed at note 2.

c) Revenue Recognition

Government Grants

The School receives funding from the Ministry of Education. The following are the main types of funding that the School receives:

Operational grants are recorded as revenue when the School has the rights to the funding, which is in the year that the funding is received.

Teachers salaries grants are recorded as revenue when the School has the rights to the funding in the salary period they relate to. The grants are not received in cash by the School and are paid directly to teachers by the Ministry of Education.

Other Ministry Grants for directly funded programs are recorded as revenue when the School has the rights to the funding in the period they relate to. The grants are not received in cash by the School and are paid directly by the Ministry of Education.

The property from which the School operates is owned by the Proprietor. Grants for the use of land and buildings are not received in cash by the School as they equate to the deemed expense for using the land and buildings. This expense is based on an assumed market rental yield on the land and buildings as used for rating purposes.

This is a non-cash revenue that is offset by a non-cash expense. The use of land and buildings grants and associated expenditure are recorded in the period the School uses the land and buildings.

Other Grants where conditions exist

Other grants are recorded as revenue when the School has the rights to the funding, unless there are unfulfilled conditions attached to the grant, in which case the amount relating to the unfulfilled conditions is recognised as a liability and released to revenue as the conditions are fulfilled.

Donations, Gifts and Bequests

Donations, gifts and bequests are recognised as an asset and revenue when the right to receive funding or the asset has been established unless there is an obligation to return funds if conditions are not met. If conditions are not met, funding is recognised as revenue in advance and recognised as revenue when conditions are satisfied.

Interest Revenue

Interest Revenue earned on cash and cash equivalents and investments is recorded as revenue in the period it is earned.

d) Finance Lease Payments

Finance lease payments are apportioned between the finance charge and the reduction of the outstanding liability. The finance charge is allocated to each period during the lease term on an effective interest basis.

e) Cash and Cash Equivalents

Cash and cash equivalents include cash on hand, bank balances, deposits held at call with banks, and other short term highly liquid investments with original maturities of 90 days or less, and bank overdrafts. The carrying amount of cash and cash equivalents represent fair value.

f) Accounts Receivable

Short-term receivables are recorded at the amount due, less an allowance for expected credit losses (uncollectable debts). The Schools receivables are largely made up of funding from the Ministry of Education, therefore the level of uncollectable debts is not considered to be material. However, short-term receivables are written off when there is no reasonable expectation of recovery.

g) Property, Plant and Equipment

Land and buildings owned by the Proprietor are excluded from these financial statements. The Board's use of the land and buildings as 'occupant' is based on a property occupancy document.

Improvements to buildings owned by the Proprietor are recorded at cost, less accumulated depreciation and impairment losses.

Property, plant and equipment are recorded at cost or, in the case of donated assets, fair value at the date of receipt, less accumulated depreciation and impairment losses. Cost or fair value as the case may be, includes those costs that relate directly to bringing the asset to the location where it will be used and making sure it is in the appropriate condition for its intended use.

Gains and losses on disposals (i.e. sold or given away) are determined by comparing the proceeds received with the carrying amounts (i.e. the book value). The gain or loss arising from the disposal of an item of property, plant and equipment is recognised in the Statement of Comprehensive Revenue and Expense.

Finance Leases

A finance lease transfers to the lessee substantially all the risks and rewards incidental to ownership of an asset, whether or not title is eventually transferred. At the start of the lease term, finance leases are recognised as assets and liabilities in the statement of financial position at the lower of the fair value of the leased asset or the present value of the minimum lease payments. The finance charge is charged to the surplus or deficit over the lease period so as to produce a constant periodic rate of interest on the remaining balance of the liability. The amount recognised as an asset is depreciated over its useful life. If there is no reasonable certainty whether the School will obtain ownership at the end of the lease term, the asset is fully depreciated over the shorter of the lease term and its useful life.

Depreciation

Property, plant and equipment except for library resources are depreciated over their estimated useful lives on a straight line basis. Library resources are depreciated on a diminishing value basis. Depreciation of all assets is reported in the Statement of Comprehensive Revenue and Expense.

The estimated useful lives of the assets are:

Board-owned Buildings	50 years
Furniture and Equipment	5–20 years
Information and Communication Technology	5 years
Motor Vehicles	5 years
Leased Assets held under a Finance Lease	Term of Lease
Library Resources	12.5% Diminishing Value

h) Impairment of property, plant, and equipment

The School does not hold any cash generating assets. Assets are considered cash generating where their primary objective is to generate a commercial return.

Non cash generating assets

Property, plant, and equipment and intangible assets held at cost that have a finite useful life are reviewed for impairment whenever events or changes in circumstances indicate that the carrying amount may not be recoverable. If such indication exists, the School estimates the asset's recoverable service amount. An impairment loss is recognised for the amount by which the asset's carrying amount exceeds its recoverable service amount. The recoverable service amount is the higher of an asset's fair value less costs to sell and value in use.

Value in use is determined using an approach based on either a depreciated replacement cost approach, restoration cost approach, or a service units approach. The most appropriate approach used to measure value in use depends on the nature of the impairment and availability of information.

If an asset's carrying amount exceeds its recoverable service amount, the asset is regarded as impaired and the carrying amount is written down to the recoverable amount. The total impairment loss is recognised in the surplus or deficit.

The reversal of an impairment loss is recognised in the surplus or deficit. A previously recognised impairment loss is reversed only if there has been a change in the assumptions used to determine the asset's recoverable service amount since the last impairment loss was recognised.

i) Accounts Payable

Accounts Payable represents liabilities for goods and services provided to the School prior to the end of the financial year which are unpaid. Accounts Payable are recorded at the amount of cash required to settle those liabilities. The amounts are unsecured and are usually paid within 30 days of recognition.

j) Employee Entitlements

Short-term employee entitlements

Employee entitlements that are expected to be settled within 12 months after the end of the reporting period in which the employees provide the related service are measured based on accrued entitlements at current rates of pay. These include salaries and wages accrued up to balance date, annual leave earned, by non teaching staff, to but not yet taken at balance date.

Long-term employee entitlements

Employee benefits that are not expected to be settled wholly before 12 months after the end of the reporting period in which the employee provides the related service, such as retirement and long service leave, have been calculated on an actuarial basis.

The calculations are based on the likely future entitlements accruing to employees, based on years of service, years to entitlement, the likelihood that employees will reach the point of entitlement, and contractual entitlement information, and the present value of the estimated future cash flows. Remeasurements are recognised in surplus or deficit in the period in which they arise.

k) Revenue Received in Advance

Revenue received in advance relates to fees received from international students where there are unfulfilled obligations for the School to provide services in the future. The fees are recorded as revenue as the obligations are fulfilled and the fees are earned.

The School holds sufficient funds to enable the refund of unearned fees in relation to international students, should the School be unable to provide the services to which they relate.

l) Provision for Cyclical Maintenance

The property from which the School operates is owned by the Proprietor. The Board is responsible for maintaining the land, building and other facilities on the School sites in a state of good order and repair.

Cyclical maintenance, which involves painting the exterior of the School, makes up the most significant part of the Board's responsibilities outside day-to-day maintenance. The provision is a reasonable estimate, the School's best estimate of the cost of painting the School and when the School is required to be painted, based on an assessment of the School's condition. The Proprietor has taken responsibility of all interior painting.

The School carries out painting maintenance of the whole School over a 13 to 17 year period, the economic outflow of this is dependent on the plan established by the School to meet this obligation and is detailed in the notes and disclosures of these accounts.

m) Financial Instruments

The School's financial assets comprise cash and cash equivalents and accounts receivable. All of these financial assets are initially recognised at fair value and subsequently measured at amortised cost, using the effective interest method.

The School's financial liabilities comprise accounts payable and finance lease liability. Financial liabilities are subsequently measured at amortised cost using the effective interest method. Interest expense and any gain or loss on derecognition are recognised in surplus or deficit.

n) Goods and Services Tax (GST)

The financial statements have been prepared on a GST exclusive basis, with the exception of accounts receivable and accounts payable which are stated as GST inclusive.

The net amount of GST paid to, or received from, the IRD, including the GST relating to investing and financing activities, is classified as a net operating cash flow in the statements of cash flows.

Commitments and contingencies are disclosed exclusive of GST.

o) Budget Figures

The budget figures are extracted from the School budget that was approved by the Board.

p) Services received in-kind

From time to time the School receives services in-kind, including the time of volunteers. The School has elected not to recognise services received in kind in the Statement of Comprehensive Revenue and Expense.

2. Government Grants

	2024 Actual \$	2024 Budget (Unaudited) \$	2023 Actual \$
Government Grants - Ministry of Education	690,795	651,182	626,325
Teachers' Salaries Grants	2,312,824	1,900,000	2,075,465
Other Government Grants	22,917	0	0
	<u>3,026,536</u>	<u>2,551,182</u>	<u>2,701,790</u>

3. Locally Raised Funds

Local funds raised within the School's community are made up of:

	2024 Actual \$	2024 Budget (Unaudited) \$	2023 Actual \$
Revenue			
Donations and Bequests	182,754	252,865	234,748
Fees for Extra Curricular Activities	76,233	100,000	70,806
International Student Fees	189,948	284,280	147,504
	<u>448,935</u>	<u>637,145</u>	<u>453,058</u>
Expenses			
Extra Curricular Activities Costs	76,394	100,000	73,257
International Student - Other Expenses	7,033	17,102	19,819
	<u>83,427</u>	<u>117,102</u>	<u>93,076</u>
<i>Surplus/ (Deficit) for the year Locally raised funds</i>	<u>365,508</u>	<u>520,043</u>	<u>359,982</u>

4. Learning Resources

	2024 Actual \$	2024 Budget (Unaudited) \$	2023 Actual \$
Curricular	98,500	117,451	77,269
Information and Communication Technology	17,084	22,000	18,379
Employee Benefits - Salaries	2,824,243	2,490,034	2,660,720
Staff Development	7,298	6,000	9,249
Depreciation	37,113	36,000	35,165
Other Learning Resources	0	6,000	920
	<u>2,984,238</u>	<u>2,677,485</u>	<u>2,801,702</u>



5. Administration

	2024 Actual \$	2024 Budget (Unaudited) \$	2023 Actual \$
Audit Fees	11,912	6,968	6,512
Board Fees and Expenses	3,911	5,000	4,492
Legal Fees	0	500	0
Other Administration Expenses	34,901	44,773	41,616
Employee Benefits - Salaries	71,487	77,000	63,101
Insurance	8,000	8,000	8,000
Service Providers, Contractors and Consultancy	10,000	10,000	10,000
	<u>140,211</u>	<u>152,241</u>	<u>133,721</u>

6. Property

	2024 Actual \$	2024 Budget (Unaudited) \$	2023 Actual \$
Consultancy and Contract Services	100,000	100,000	100,000
Cyclical Maintenance	11,337	6,000	1,890
Heat, Light and Water	74,965	85,000	66,329
Repairs and Maintenance	3,500	4,500	3,500
Use of Land and Buildings	258,030	233,495	258,030
Employee Benefits - Salaries	71,417	70,000	71,080
Other Property Expenses	4,000	4,000	4,000
	<u>523,249</u>	<u>502,995</u>	<u>504,829</u>

The use of land and buildings figure represents 5% of the School's total property value. Property values are established as part of the nation-wide revaluation exercise that is conducted every 30 June for the Ministry of Education's year-end reporting purposes.

7. Cash and Cash Equivalents

	2024 Actual \$	2024 Budget (Unaudited) \$	2023 Actual \$
Bank Accounts	21,858	15,724	64,607
Cash and cash equivalents for Statement of Cash Flows	<u>21,858</u>	<u>15,724</u>	<u>64,607</u>

The carrying value of short-term deposits with original maturity dates of 90 days or less approximates their fair value.

8. Accounts Receivable

	2024 Actual \$	2024 Budget (Unaudited) \$	2023 Actual \$
Receivables	741	0	21,887
Receivables - Diocesan Trust Board (Grant)	172,000	160,000	186,000
Receivables from the Ministry of Education	5,238	0	5,150
Teacher Salaries Grant Receivable	227,593	150,000	139,133
	<u>405,572</u>	<u>310,000</u>	<u>352,170</u>
Receivables from Exchange Transactions	741	0	21,887
Receivables from Non-Exchange Transactions	404,831	310,000	330,283
	<u>405,572</u>	<u>310,000</u>	<u>352,170</u>

9. Property, Plant and Equipment

2024	Opening Balance (NBV) \$	Additions \$	Disposals \$	Impairment \$	Depreciation \$	Total (NBV) \$
Buildings	28,652	0	0	0	(658)	27,994
Furniture and Equipment	30,217	24,971	(215)	0	(10,004)	44,969
Information and Communication	22,563	7,428	0	0	(9,163)	20,828
Leased Assets	14,849	16,627	0	0	(12,711)	18,765
Library Resources	17,866	3,807	0	0	(4,577)	17,096
	<u>114,147</u>	<u>52,833</u>	<u>(215)</u>	<u>0</u>	<u>(37,113)</u>	<u>129,652</u>

The net carrying value of furniture and equipment held under a finance lease is \$18,765 (2023: \$14,849)

Restrictions

With the exception of the contractual restrictions related to the above noted finance leases, there are no restrictions over the title of the School's property, plant and equipment, nor are any property, plant and equipment pledged as security for liabilities.

	2024 Cost or Valuation \$	2024 Accumulated Depreciation \$	2024 Net Book Value \$	2023 Cost or Valuation \$	2023 Accumulated Depreciation \$	2023 Net Book Value \$
Buildings	32,918	(4,924)	27,994	32,918	(4,266)	28,652
Furniture and Equipment	530,855	(485,886)	44,969	547,239	(517,022)	30,217
Information and Communication	222,480	(201,652)	20,828	229,646	(207,083)	22,563
Motor Vehicles	19,556	(19,556)	0	19,556	(19,556)	0
Leased Assets	37,637	(18,872)	18,765	38,430	(23,581)	14,849
Library Resources	76,821	(59,725)	17,096	73,014	(55,148)	17,866
	<u>920,267</u>	<u>(790,615)</u>	<u>129,652</u>	<u>940,803</u>	<u>(826,656)</u>	<u>114,147</u>

10. Accounts Payable

	2024 Actual \$	2024 Budget (Unaudited) \$	2023 Actual \$
Creditors	4,240	20,000	5,693
Accruals	14,702	10,000	12,823
Diocesan Trust Board	1,766	0	0
Banking Staffing Overuse	12,000	0	0
Employee Entitlements - Salaries	240,303	155,000	203,931
Employee Entitlements - Leave Accrual	25,122	25,000	27,066
	<u>298,133</u>	<u>210,000</u>	<u>249,513</u>
Payables for Exchange Transactions	298,133	210,000	249,513
	<u>298,133</u>	<u>210,000</u>	<u>249,513</u>

The carrying value of payables approximates their fair value.

11. Revenue Received in Advance

	2024 Actual \$	2024 Budget (Unaudited) \$	2023 Actual \$
International Student Fees in Advance - Current	97,506	120,000	158,939
	<u>97,506</u>	<u>120,000</u>	<u>158,939</u>

12. Provision for Cyclical Maintenance

	2024 Actual \$	2024 Budget (Unaudited) \$	2023 Actual \$
Provision at the Start of the Year	62,402	62,402	60,512
Increase to the Provision During the Year	7,904	6,000	7,492
Other Adjustments	3,433	0	(5,602)
Provision at the End of the Year	<u>73,739</u>	<u>68,402</u>	<u>62,402</u>
Cyclical Maintenance - Current	0	0	0
Cyclical Maintenance - Non current	73,739	68,402	62,402
	<u>73,739</u>	<u>68,402</u>	<u>62,402</u>

The School's cyclical maintenance schedule details annual painting to be undertaken, the costs associated to this annual work will vary dependent on the requirements during the year. This plan is based on the Schools 10 Year Property plan.



13. Finance Lease Liability

The School has entered into a number of finance lease agreements for computers and other ICT equipment. Minimum lease payments payable:

	2024 Actual \$	2024 Budget (Unaudited) \$	2023 Actual \$
No Later than One Year	12,182	6,668	9,902
Later than One Year and no Later than Five Years	9,911	2,000	6,668
Later than Five Years	0	0	0
Future Finance Charges	(2,843)	(1,196)	(1,330)
	<u>19,250</u>	<u>7,472</u>	<u>15,241</u>
Represented by			
Finance lease liability - Current	10,531	6,299	8,942
Finance lease liability - Non current	8,719	1,173	6,299
	<u>19,250</u>	<u>7,472</u>	<u>15,241</u>

14. Related Party Transactions

The School is a controlled entity of the Crown, and the Crown provides the major source of revenue to the School. The School enters into transactions with other entities also controlled by the Crown, such as government departments, state-owned enterprises and other Crown entities. Transactions with these entities are not disclosed as they occur on terms and conditions no more or less favourable than those that it is reasonable to expect the School would have adopted if dealing with that entity at arm's length.

Related party disclosures have not been made for transactions with related parties that are within a normal supplier or client/recipient relationship on terms and conditions no more or less favourable than those that it is reasonable to expect the School would have adopted in dealing with the party at arm's length in the same circumstances. Further, transactions with other government agencies (for example, Government departments and Crown entities) are not disclosed as related party transactions when they are consistent with the normal operating arrangements between government agencies and undertaken on the normal terms and conditions for such transactions.

The Proprietor of the School (Nga Tawa Diocesan Trust Board) is a related party of the School Board because the Proprietor appoints representatives to the School Board, giving the Proprietor significant influence over the School Board. Any services or contributions between the School Board and Proprietor have been disclosed appropriately. If the Proprietor collects funds on behalf of the School (or vice versa) the amounts are disclosed.

The Proprietor provides land and buildings free of charge for use by the School Board as noted in Note 1(c). The estimated value of this use during the current period is included in the Statement of Comprehensive Revenue and Expense as 'Use of Land and Buildings'.

The School has entered into a Service Level Agreement with the Proprietor for the provision of services, including administration and payroll, the amount paid during the year was \$165,025 (2023: \$148,500).

Funds were received from the Proprietor for Activity Fees and Curriculum collected on behalf of the Board, and Grants were provided for the operation of the School totalling \$284,164 (2023: \$279,838).

During the year the five House Deans, who are teachers employed by the BoT received a small allowance from the Proprietor to cover Dean duties from a boarding perspective. The Principal and International Dean were also employed by the Proprietor as Boarding Managers.

Under an agency agreement, the School collects funds on behalf of the Proprietor and vice versa. The amounts collected in total were \$2,510 (2023: \$5,322). The amounts paid include international students and boarding bursary totalling \$333,256 (2023: \$369,984). These do not represent revenue in the financial statements of the School. Any balance not transferred at the year end is treated as a liability or asset. The total funds held by the School on behalf of the proprietor are \$nil, (2023: \$21,887), total funds owing by the School to the proprietor are \$1,766 (2023: \$nil).

15. Remuneration

Key management personnel compensation

Key management personnel of the School include all Board members, Principal and Deputy Principal.

	2024 Actual \$	2023 Actual \$
<i>Board Members</i>		
Remuneration	3,310	4,020
<i>Leadership Team</i>		
Remuneration	288,392	280,926
Full-time equivalent members	2.00	2.00
Total key management personnel remuneration	291,702	284,946

There are 11 members of the Board excluding the Principal. The Board has held 6 full meetings of the Board in the year. As well as these regular meetings, including preparation time, the Presiding member and other Board members have also been involved in ad hoc meetings to consider student welfare matters including stand downs, suspensions, and other disciplinary matters.

Principal

The total value of remuneration paid or payable to the Principal was in the following bands:

	2024 Actual \$000	2023 Actual \$000
Salaries and Other Short-term Employee Benefits:		
Salary and Other Payments	150 - 160	150 - 160
Benefits and Other Emoluments	0	0
Termination Benefits	0	0

Other Employees

The number of other employees with remuneration greater than \$100,000 was in the following bands:

Remuneration \$000	2024 FTE Number	2023 FTE Number
100 - 110	5	7
110 - 120	4	4
120 - 130	4	2
	13	13

The disclosure for 'Other Employees' does not include remuneration of the Principal.

16. Compensation and Other Benefits Upon Leaving

The total value of compensation or other benefits paid or payable to persons who ceased to be board members, committee members, or employees during the financial year in relation to that cessation and number of persons to whom all or part of that total was payable was as follows:

	2024 Actual	2023 Actual
Total	0	0
Number of People	0	0

17. Contingencies

There are no contingent liabilities (except as noted below) and no contingent assets as at 31 December 2024 (Contingent liabilities and assets at 31 December 2023: nil).

Holidays Act Compliance – Schools Payroll

The Ministry of Education performs payroll processing and payments on behalf of boards, through payroll service provider, Education Payroll Limited.

The Ministry continues to review the Schools Sector Payroll to ensure compliance with the Holidays Act 2003. An initial remediation payment has been made to some current School employees. The Ministry is continuing to perform detailed analysis to finalise calculations and the potential impacts of specific individuals. As such, this is expected to resolve the liability for School boards.

Pay Equity and Collective Agreement Funding Wash-up

In 2024 the Ministry of Education provided additional funding for both the Support Staff in Schools' Collective Agreement (CA) Settlement and the Teacher Aide Pay Equity Settlement. At the date of signing the financial statements, the School's final entitlement for the year ended 31 December 2024 has not yet been advised. The School has therefore not recognised an asset or a liability regarding this funding wash-up, which is expected to be settled in July 2025.

18. Commitments

(a) Capital Commitments

There were no capital commitments as at 31 December 2024. (2023: \$nil)

(b) Operating Commitments

The Board entered into the following operating commitments as at 31 December 2024

(a) Operating lease for migration services for telephony;

	2024 Actual	2023 Actual
No later than One Year	\$ 3,720	\$ 5,580
Later than One Year and No Later than Five Years	0	3,720
Later than Five Years	0	0
	<u>3,720</u>	<u>9,300</u>

19. Financial Instruments

The carrying amount of financial assets and liabilities in each of the financial instrument categories are as follows:

Financial assets measured at amortised cost

	2024 Actual \$	2024 Budget (Unaudited) \$	2023 Actual \$
Cash and Cash Equivalents	21,858	15,724	64,607
Receivables	405,572	310,000	352,170
Total Financial assets measured at amortised cost	<u>427,430</u>	<u>325,724</u>	<u>416,777</u>

Financial liabilities measured at amortised cost

Payables	298,133	210,000	249,513
Finance Leases	19,250	7,472	15,241
Total Financial Liabilities Measured at Amortised Cost	<u>317,383</u>	<u>217,472</u>	<u>264,754</u>

20. Events After Balance Date

There were no significant events after the balance date that impact these financial statements.

21. Comparatives

There have been a number of prior period comparatives which have been reclassified to make disclosure consistent with the current year.



ANNUAL PLAN 2024 - TERM 4 VARIANCE

Nga Tawa 2024 – 2025 Strategic Goals:

1. We are creating an authentic experience of our Christian faith.
2. We acknowledge, nurture and challenge every young woman; to be strong in her identity, to embody our values, to be aspirational and resilient.
3. We provide a safe and inclusive living and learning environment that promotes holistic wellbeing.
4. We develop a viable, innovative and sustainable business, with strong community relationships to achieve the optimal growth and longevity of Nga Tawa Diocesan School.

Nga Tawa 2024 Annual Objectives:

1. We strive for an authentic expression of te ao Māori.
2. Strengthening Numeracy and Literacy outcomes in the Junior School to support success across the curriculum
3. Implement a school wide strategy for Wellbeing which is grounded in our Special Character and Positive Psychology

Annual Objective 1: We strive for an authentic expression of te ao Māori			Annual Target: To grow the capability of staff and students of te reo Māori and tikanga to support the understanding and authentic expression of te ao Māori	Variance:
Action	When	Who	Indicators of progress	
Strengthen tikanga and reo Māori to express te ao Māori	From Term 1	Academic staff, External provider	<ul style="list-style-type: none"> Targeted te reo for teaching staff to increase staff capacity and confidence in reo by inclusion in school everyday contexts and by continuing to offer annual courses for staff with instructional and relational everyday reo All staff can deliver their pepeha Increase everyday inclusion of reo Māori school wide e.g. classroom, assemblies, boarding Increase visual celebration of reo and ākonga Māori We continue to develop our relationship with Ngā Wairiki Ngāti Apa, whānau and community links incl. marae visits Create lanyards for all staff with school grace, waiata, karakia and phrases help card Karakia – to start all staff and student meetings, and start of Pd 1 and end of Pd 5 lessons Grace karakia in classes before lunch Waiata - Explicitly teach and drill students in Karakia and Waiata to increase confidence and deliver Waiata regularly where appropriate Growing numbers of ākonga in Te reo Māori lessons from Yr 9 to Yr 12 All Yr 9 students can deliver their pepeha after Te Reo rotation and within Social Studies. Support Māori and Pasifika students to be confident in their identity and as a Nga Tawa student Addition of macron on Ngā and saying Tawa with a short a 	<p>Te reo lessons for instructional and conversational contexts completed in T2 & 3. Handout of phrases shared.</p> <p>Displays of staff pepeha</p> <p>Increased use of karakia beginning class, staff meeting</p> <p>Increased numbers of ākonga in Te reo Māori lessons from Yr 9 to Yr 12 and compulsory in Yr 9. Level 1 and 2 NCEA success</p> <p>Will be Yr 13 L3 students in 2025 and wanting to try scholarship</p> <p>Students delivering pepeha in Term 1 and at other times e.g. at Tournament of Minds assembly</p> <p>Ākonga Māori voice has been gathered and will be acting on in 2025.</p>
Increased inclusion of <ul style="list-style-type: none"> Place based learning Mātauranga Māori 	Beginning Term 1	SMT & HODs, Academic staff, HOD	<ul style="list-style-type: none"> Use of NZQA and MOE Curriculum refresh resources and learnings for inclusion of Mātauranga Māori in unit of learnings 	Mātauranga Māori inclusion across learning areas.

<ul style="list-style-type: none"> Aotearoa New Zealand's Histories Curriculum into teaching and learning 		Social Sciences NG	<ul style="list-style-type: none"> Authentic placed based learning in context with programmes of learning (2024) Tangata whenuatanga place based learning supported by Ngā Wairiki Ngāti Apa translated into units of learning so that the Rangitikei identity is reflected in place-based learning content and connections in curriculum documents and units of learning. (2023) Year 9 Rangitikei Hikoi lead by Dr. Mike Paki OR Ngā Wairiki Ngāti Apa Term 1 Building and sustaining whanaungatanga with ākonga and whānau Incorporation of Aotearoa New Zealand's Histories Curriculum into Social Science units of learning 	<p>Aotearoa NZ's Histories Curriculum fully implemented</p> <p>Yr 9 Rangitikei Hikoi lead by Dr. Mike Paki also included visit to Te Runanga O Ngā Wairiki Ngāti Apa</p> <p>Marae visit with Mike for Visual Artists</p> <p>Puanga lessons developed and taught during Matariki</p>
Developing Kapa Haka as an essential element of te ao Māori within our school	Beginning Term 1	HOD Music DT	<ul style="list-style-type: none"> Increase Manaakitanga with Kapa Haka tautoko Ground our kapa haka in the Rangitikei with support from Ngā Wairiki Ngāti Apa Authentic and regular participation in school events 	<p>Increased repertoire of waiata, using poi</p> <p>Increased number of occasions where Kapa haka are leading in welcome incl. open days</p> <p>Growing Tikang/te ao Māori of rōpū ; using harakeke, making Kākuhu knowledge of rongoā</p>
Annual Objective 2: Strengthening Numeracy and Literacy outcomes in the Junior School to support success across the curriculum.			Annual Target: To increase junior student's competency in Literacy and Numeracy given the range of abilities in new entrants and the need for success in the Common Assessment Activities	Variance:
Action	When	Who	Indicators of progress	
Increase timetabled lesson allowance for Year 9 and 10 English and Mathematics to support greater outcomes in Numeracy & Literacy	Starts Term 1	SMT	<ul style="list-style-type: none"> Increase timetabled lesson allocation for Yr 9 and Yr 10 in both subjects increases from 5 x 75 minutes to 6 x 75 minutes per 10-day cycle – a 20% increase - to cover basic skills of reading, writing and numeracy requirements for CAAs We have a target of 80% of Yr 10 cohort attain each of the CAAs by Term 3 assessment date 	<p>Increased time welcomed and utilised by English and Mathematics teachers.</p> <p>In 2025 we can increase slightly to 6.5 x 75mins per 10-day cycle</p> <p>Target exceeded CAA attainment 97% reading and writing 87% Mathematics– see report Director of Curriculum</p>

Establish small classes for Year 9 English and Mathematics	Starts Term 1	SMT, AM, TQ	<ul style="list-style-type: none"> • Divide the Yr 9 cohort into 4 small groups • Higher teacher : student ratio • Targeted support for students with identified specific learning needs, including Tutor support allocated to each line of Yr 9 Maths, Yr 9 English and Yr 10 Maths to support priority numeracy and literacy students • Create fluid differentiation and flexible groupings to meet specific learning needs 	<p>These small classes were beneficial particularly for students below curriculum level.</p> <p>KR completed year of ALL PD, sharing with English Dept. ALL techniques applied and used to inform 2025 planning</p>
All departments explicitly teach Numeracy and Literacy skills	Starts Term 1	HODs, Depts	<ul style="list-style-type: none"> • Each department implements subject domain specific advice by following the MOE Numeracy and Literacy Pedagogical Guides published within NCEA Numeracy and Literacy Planning Resources for each subject domain https://ncea.education.govt.nz/numeracy-planning-resources https://ncea.education.govt.nz/literacy-planning-resources • Each department outlines or adds specific tasks tagged for Numeracy and Literacy. For example: adding learning tasks that include graphs and interpreting statistics for Numeracy and more close reading questions and vocab knowledge for subject texts for Literacy • Regular shared common focus cross-curricular where every subject promotes a skill e.g. vocabulary, punctuation, with a consistent approach across departments following Monday PD session launch. 	<p>Completed as a priority for all Depts in 2024.</p> <p>Aligned with NCEA change programme</p> <p>Cross curricular focus implemented will continue to sustain as common practice in 2025</p>
Targeted PLD on Neurodiverse learners to develop strategies to support teaching and learning	Starts Term 1	SMT, KN, AH	<ul style="list-style-type: none"> • Implementation of identified strategies identified for priority learners with individual learning needs - dyslexia, dyspraxia, ADHD, ASD etc • Measuring student outcome from applied strategies • Increased student self-efficacy 	<p>PD for staff completed. Still want to revisit this in 2025</p>
Embedding School-wide Sustained Silent Reading (SSR)	Starts Term 1	SS, Teachers	<ul style="list-style-type: none"> • School-wide sustained silent reading across all year levels for 15 minutes per day at the start p2/p3 • Increased exploration and engagement by students in a breadth of genre • Increased book issues 	<p>Completed daily all year. Reading books in boarding regularly updated. Flagged as a popular initiative that will continue in 2025.</p>

			<ul style="list-style-type: none"> Engaging student and teacher voice around variation of reading material supplied SS Librarian PD Inquiry – supporting boarding to encourage reading 	Librarian also used to listen to students read out loud during SSR
Annual Objective 3: Strengthening our utilisation of Positive Psychology			Annual Target: Refine and implement our Mentoring programme to incorporate resilience, careers and life skills and academic focus	Variance:
Action	When	Who	Indicators of progress	
Integrating Positive Psychology into all student programmes	From Term 1	SMT, KR	<ul style="list-style-type: none"> Strengthen teaching resilience through pastoral programmes delivered through mentoring Positive experience of Hauora – through delivery of core HPE for senior students and mentoring. Launch a Nga Tawa Hauora visual incorporating all aspects of above Visibility of Wellbeing Model schoolwide Use of community external providers to reinforce and contribute to Positive Psychology messages e.g. Attitude, SUPP, Jake Bailey 	<p>The school wellbeing model was successfully launched and visible throughout school and in school publications</p> <p>Reinforced within mentoring.</p> <p>Had Jake Bailey present around resilience, John Parsons around Internet safety.</p>
Continued development of a structured mentoring programme	From Term 1	SMT, KR, SJ, Mentors	<ul style="list-style-type: none"> Consistent delivery - through staff and student voice Continued PD for staff to build capacity and consistency with programme delivery. PD to ensure shared understanding of mentoring goals/strategies Differentiate mentoring programme for each year level to build confidence and equity across the mentoring teams Incorporate Leadership skill development in Years 12-13 Integrate INED and Careers into mentoring programme Student Volunteer Army (SVA) all students enrolled. Service promoted/recorded & celebrated in assemblies 	<p>A differentiated mentoring plan was successfully developed and delivered through mentoring, this incorporated the previous In Ed programme alongside teaching strategies to support wellbeing and academic focus. Teacher and student feedback sought to help review and continue to develop the programme. SVA was promoted in mentoring. Leadership skills were taught through Big Sister and Leadership Opportunities; however, this is something to bring to forefront next year and more deliberately teach,</p>

				scaffold and develop starting in Year 9
Amplify Restorative Practice	From Term 2	KW, NM	<ul style="list-style-type: none"> • Refresher/formal training PD on RP for all staff • Ongoing regular PD to support growth and confidence in RP • Consistent use of the Connect flowchart 	Staff training was done within Teacher PD throughout Term One and Two. Restorative conversation templates developed to support staff with the implementation and use of restorative conversations. Staff by-in is variable and this could be an ongoing focus.
Strengthening House Spirit	From Term 1	SMT, Deans	<ul style="list-style-type: none"> • Rejuvenate House Meetings with commonality of purpose • All staff contribute to the House culture • Integrate service to 4 Houses – house charity and 1 mufti day per year • Boarders dining in Houses at Dinner to foster connection across the cohorts • Term 4 review House culture 	Boarders house dinner seating was introduced in Term One, and not supported by the students who strongly voiced they prefer cohort seating, it reverted back to this in Term one.
Outworking Special Character values and service	From Term 1	SMT, Chaplain Prefects	<ul style="list-style-type: none"> • Respect, Integrity, Courage modelled and incorporated into all in assemblies, chapel, boarding etc. • Chaplaincy Team – strengthen routes for students to explore spirituality e.g. youth group and support Sacristan Team on individual faith journeys • Developing student leaders with a foundation in Christian values and principles (Prefect training, Big Sisters, Yr 13 Camp, Mentoring) • Explore with students, the Anglican traditions and heritage within Aotearoa, New Zealand (Chapel, RE, Anglican Hiko) 	See attached outcomes

Nga Tawa Diocesan School

Kiwisport Statement

As at 31 December 2024

Kiwisport is a Government funding initiative to support students' participation in and accessibility to organised sport. In 2024, the school received \$4,465 (excluding GST). The funding was spent on funding a sport co-ordinator to assist in the co-ordination of all sport.

Nga Tawa Diocesan School

Statement of Compliance with Employment Policy

As at 31 December 2024

For the year ended 31st December 2024 the Nga Tawa Diocesan School Board of Trustees:

- Has developed and implemented personnel policies, within policy and procedural frameworks to ensure the fair and proper treatment of employees in all aspects of their employment
- Has reviewed its compliance against both its personnel policy and procedures and can report that it meets all requirements and identified best practice.
- Is a good employer and complies with the conditions contained in the employment contracts of all staff employed by the Board.
- Ensures all employees and applicants for employment are treated according to their skills, qualifications and abilities, without bias or discrimination.
- Meets all Equal Employment Opportunities requirements.

INDEPENDENT AUDITOR'S REPORT

TO THE READERS OF NGA TAWA DIOCESAN SCHOOL'S FINANCIAL STATEMENTS FOR THE YEAR ENDED 31 DECEMBER 2024

The Auditor-General is the auditor of Nga Tawa Diocesan School (the School). The Auditor-General has appointed me, Vivien Cotton, using the staff and resources of BDO Manawatu Audit Limited, to carry out the audit of the financial statements of the School on his behalf.

Opinion

We have audited the financial statements of the School on pages 2 to 17, that comprise the Statement of Financial Position as at 31 December 2024, the Statement of Comprehensive Revenue and Expense, Statement of Changes in Net Assets/Equity and the Statement of Cash flows for the year ended on that date, and the notes to the financial statements that include accounting policies and other explanatory information.

In our opinion the financial statements of the School:

- present fairly, in all material respects:
 - its financial position as at 31 December 2024; and
 - its financial performance and cash flows for the year then ended; and
- comply with generally accepted accounting practice in New Zealand in accordance with Public Sector Public Benefit Entity Standards Reduced Disclosure Regime as applicable to entities that qualify as a Tier 2 entity.

Our audit was completed on 3 April 2026. This is the date at which our opinion is expressed.

The basis for our opinion is explained below. In addition, we outline the responsibilities of the Board and our responsibilities relating to the financial statements, we comment on other information, and we explain our independence.

Basis for our opinion

We carried out our audit in accordance with the Auditor-General's Auditing Standards, which incorporate the Professional and Ethical Standards and the International Standards on Auditing (New Zealand) issued by the New Zealand Auditing and Assurance Standards Board. Our responsibilities under those standards are further described in the Responsibilities of the auditor section of our report.

We have fulfilled our responsibilities in accordance with the Auditor-General's Auditing Standards.

We believe that the audit evidence we have obtained is sufficient and appropriate to provide a basis for our opinion.

Responsibilities of the Board for the financial statements

The Board is responsible on behalf of the School for preparing financial statements that are fairly presented and that comply with generally accepted accounting practice in New Zealand.

The Board is responsible for such internal control as it determines is necessary to enable it to prepare financial statements that are free from material misstatement, whether due to fraud or error.

In preparing the financial statements, the Board is responsible on behalf of the School for assessing the School's ability to continue as a going concern. The Board is also responsible for disclosing, as applicable, matters related to going concern and using the going concern basis of accounting, unless there is an intention to close or merge the School, or there is no realistic alternative but to do so.

The Board's responsibilities arise from section 134 of the Education and Training Act 2020.

Responsibilities of the auditor for the audit of the financial statements

Our objectives are to obtain reasonable assurance about whether the financial statements, as a whole, are free from material misstatement, whether due to fraud or error, and to issue an auditor's report that includes our opinion.

Reasonable assurance is a high level of assurance, but is not a guarantee that an audit carried out in accordance with the Auditor-General's Auditing Standards will always detect a material misstatement when it exists. Misstatements are differences or omissions of amounts or disclosures, and can arise from fraud or error. Misstatements are considered material if, individually or in the aggregate, they could reasonably be expected to influence the decisions of readers taken on the basis of these financial statements.

For the budget information reported in the financial statements, our procedures were limited to checking that the information agreed to the School's approved budget.

We did not evaluate the security and controls over the electronic publication of the financial statements.

As part of an audit in accordance with the Auditor-General's Auditing Standards, we exercise professional judgement and maintain professional scepticism throughout the audit. Also:

- We identify and assess the risks of material misstatement of the financial statements, whether due to fraud or error, design and perform audit procedures responsive to those risks, and obtain audit evidence that is sufficient and appropriate to provide a basis for our opinion. The risk of not detecting a material misstatement resulting from fraud is higher than for one resulting from error, as fraud may involve collusion, forgery, intentional omissions, misrepresentations, or the override of internal control.
- We obtain an understanding of internal control relevant to the audit in order to design audit procedures that are appropriate in the circumstances, but not for the purpose of expressing an opinion on the effectiveness of the School's internal control.
- We evaluate the appropriateness of accounting policies used and the reasonableness of accounting estimates and related disclosures made by the Board.
- We conclude on the appropriateness of the use of the going concern basis of accounting by the Board and, based on the audit evidence obtained, whether a material uncertainty exists related to events or conditions that may cast significant doubt on the School's ability to continue as a going concern. If we conclude that a material uncertainty exists, we are required to draw attention in our auditor's report to the related disclosures in the financial statements or, if such disclosures are inadequate, to modify our opinion. Our conclusions are based on the audit evidence obtained up to the date of our auditor's report. However, future events or conditions may cause the School to cease to continue as a going concern.
- We evaluate the overall presentation, structure and content of the financial statements, including the disclosures, and whether the financial statements represent the underlying transactions and events in a manner that achieves fair presentation.

- We assess the risk of material misstatement arising from the school payroll system, which may still contain errors. As a result, we carried out procedures to minimise the risk of material errors arising from the system that, in our judgement, would likely influence readers' overall understanding of the financial statements.

We communicate with the Board regarding, among other matters, the planned scope and timing of the audit and significant audit findings, including any significant deficiencies in internal control that we identify during our audit.

Our responsibilities arises from the Public Audit Act 2001.

Other information

The Board is responsible for the other information. The other information comprises of the Analysis of Variance, Kiwisport Report, Board Listing and Statement of Compliance with Employment Policy, but does not include the financial statements, and our auditor's report thereon.

Our opinion on the financial statements does not cover the other information and we do not express any form of audit opinion or assurance conclusion thereon.

In connection with our audit of the financial statements, our responsibility is to read the other information. In doing so, we consider whether the other information is materially inconsistent with the financial statements or our knowledge obtained in the audit, or otherwise appears to be materially misstated. If, based on our work, we conclude that there is a material misstatement of this other information, we are required to report that fact. We have nothing to report in this regard.

Independence

We are independent of the School in accordance with the independence requirements of the Auditor-General's Auditing Standards, which incorporate the independence requirements of Professional and Ethical Standard 1 International Code of Ethics for Assurance Practitioners (including International Independence Standards) (New Zealand) (PES 1) issued by the New Zealand Auditing and Assurance Standards Board.

In addition to the audit, we are responsible for the audit of the Proprietor, the Nga Tawa Diocesan Trust Board. This audit is compatible with independence requirements. Other than this audit and the audit of the Proprietor, we have no relationship with, or interests in the School.



Vivien Cotton
BDO Manawatu Audit Limited
On behalf of the Auditor-General
Palmerston North, New Zealand